



**LOCAL PERKINS APPLICATION  
2020-2024**

**STAND-ALONE**

**Office of Career, Technical, and Adult Education**

The Nebraska Department of Education  
301 Centennial Mall South, Lincoln, NE 68508



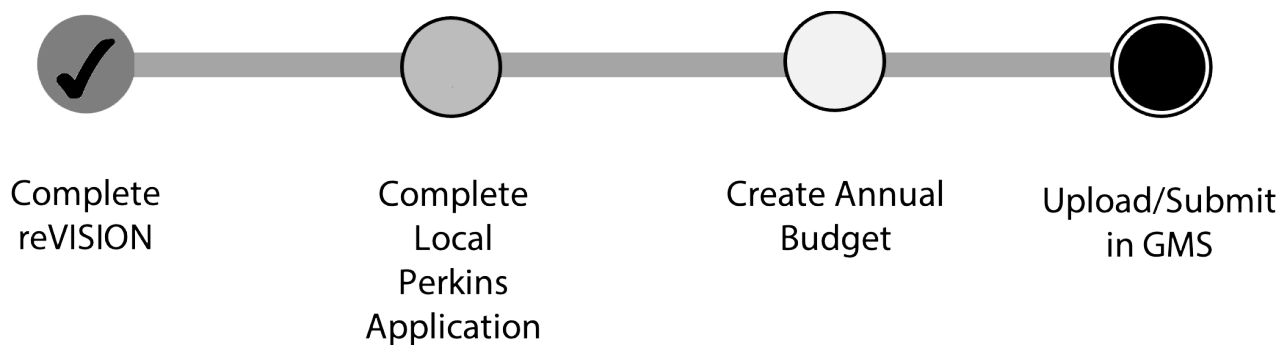
## General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

## Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement\*; and
6. Develop and implement evaluations of the activities funded by Perkins.

*\*Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

## Timeline and Deadlines

- |  |                                   |
|--|-----------------------------------|
| • Annual Intent to Participate Due:                    | March                             |
| • Local Perkins Applications Due (2020-2024):          | May 22, 2020 ( <i>tentative</i> ) |
| • Grant Award Notification for ¼ of annual allocation: | July 1                            |
| • Grant Award for full annual allocation:              | October 1                         |
| • Annual Final Claims Due:                             | September 1                       |

*\*Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

## Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

## Application Elements

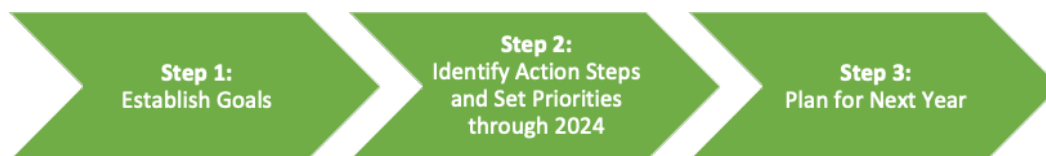
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

## Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



### Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

### Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



#### Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

**reVISION Summary.** Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

| Element  | Current State  | Overarching Goal(s)   |
|--|--|---|
| <b>SAMPLE:</b><br><br><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b> | <i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i> | <i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i><br><br><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i> |

| reVISION SUMMARY          |   |  |
|---------------------------|---|--|
| Element                   | Summary of Current State  | Overarching Goal(s)  |
| <b>Career Development</b> | Middle School teachers and High School teachers utilize XELLO for interest inventories, skill strengths, and college and career exploration. High School Career Center teachers develop work-based learning and internships with local businesses. BPS curriculum includes programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences. | Continue to utilize Xello in grades 7-12 for career exploration, student interest inventories, and skill strength inventories. This will assist students in self awareness of interests and strengths and how their strengths and interests tie into different types of careers. We will continue to offer an 8 <sup>th</sup> grade Career Expo in partnership with Metro Community College and local businesses to enhance students career explorations. Over the next four years develop our Career Launch Center with programs that provide |

|  |  |  |
|--|--|--|
|  |  | students with high school credit, college credit, and certifications. This will assist students in career planning before they exit high school.   |
| <b>Local Workforce Alignment</b>   | BPS offers several Programs of Study. Certifications are available in Adobe, Microsoft, OSHA, CPR, and Servsafe. We communicate with business and post secondary partners discussing workforce needs and how we can work together to provide quality opportunities for our students. | In collaboration with local industry we will identify workforce needs and solutions to those needs. Industry will have the opportunity to meet and speak with students about possible careers within their organizations. This will assist students in career exploration and career planning. This may include an Automotive Maintenance program , a CNA program, Drone Technology and Cyber-Security program, a Culinary Arts program and a Manufacturing and Processing program. Industry will have the opportunity to meet and speak with students about |
| <b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b> | BPS will continue to communicate with post-secondary and industry in developing sustainable state-of-the-art programs with articulated/duel enrollment possibilities. We will continue to offer all current certifications.  | Over the next four years we will expand our curriculum in the Career Launch Center to include Automotive Maintenance, a CAN program, Drone Technology and Cyber-Security program, a Culinary Arts program and a Manufacturing and Processing program. All of these programs will link students with industry representatives to enhance the student's knowledge of the many careers within each field.   |
| <b>Student Performance Data</b>  | Free and Reduced, African American, and Hispanic populations represent the largest gaps in performance indicators.   | Reduce gaps in performance with teacher PD focused on interventions for all students including special populations through PBIS and MTSS. Provide study sessions for CTE classrooms during the day to assist students in performance.  |
| <b>Recruitment, Retention, and Training of Faculty and Staff</b>         | Our current staff is not as diverse as our student population. Nearly all teachers are teaching in their certified content area. We offer CCU's to staff through PD to fulfill their 6 credit hours requirement for the stare.   | Continue to recruit teachers of all ethnicities through college career fair attendance. This may be local, regional and across the country.  |

|                            |   |  |
|----------------------------|---|--|
|                            |   |  |
| <b>Work-Based Learning</b> | We currently have work based learning and internships with Offutt Collision, Tigerpaw Software, and Cornhusker Auto wash. | Over the next four years we will continue to create and develop work-based learning within the transportation and logistics field, (Baxter, Woodhouse, Beardmore, Corwin, Jensen Tire, Honda of Bellevue, and Independent shops). the Health Science fields, (Hillcrest, Bellevue Medical Center), Drone Technology and Cybersecurity, and Manufacturing and Processing. All of these experiences will provide the students the opportunity to improve self awareness about different careers and whether they are truly interested in a certain career. The students will gain knowledge of career planning with real world experience and explore the career field at a greater depth. |



#### **Helpful Tip**

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

## **Section 2: Narrative Descriptions**

**Instructions:** For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize



the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

## Element 1: Career Development

**Context:** Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
  - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
  - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
  - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

### **RESPONSE:**

Middle School teachers and High School teachers utilize XELLO for interest inventories, skill strengths, and college and career exploration. This will assist students in self awareness of interests and strengths and how their strengths and interests tie into different types of careers. The High School Career Center curriculum includes resume writing, college financing, interviewing skills and portfolio development. These activities will assist students in self awareness and career planning. All students will receive a registration guide and meet individually with counselors to discuss interests, careers, and their schedules. MS students attend a Career Fair at the Lied Center sponsored by Metro Community College with numerous local industry presenting. This will allow students the opportunity explore several careers up close with professionals in their respective fields. High School Career Center teachers develop work-based learning and internships with local business. BPS curriculum includes programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences. The 11 Career Ready Practices are embedded within each content area.

- 2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

Continue to utilize Xello in grades 7-12 for career exploration, student interest inventories, and skill strength inventories. Students will receive their own registration guide and counselors will continue to meet individually with students to discuss college and career decisions. Over the next four years develop our Career Launch Center with programs that provide students with high school credit, college credit, and certifications.

**Prioritized Action Steps for Career Development:**

| <b>Program Year</b>          | <b>Action Steps</b><br><i>(What are you going to do to achieve your goal?)</i>   |
|------------------------------|--|
| <b>Year 1:<br/>2020-2021</b> | Career Center teachers will provide information on careers nationally, regionally and focus on local opportunities for H3 careers. The transportation and logistics field will be a focal point in year 1 to align with the opening of our Automotive Maintenance Program. One data point to review as we look at the success of the program will be the number of students who are enrolled in the program and the number of students who finish the program. We will continue to analyze our data from all programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences as well as CTE classes offered in Communicative Arts, Human Services and Education, and Family and Consumer Sciences.       |
| <b>Year 2:<br/>2021-2022</b> | Career Center teachers will provide information on careers nationally, regionally and focus on local opportunities for H3 careers. The Health Science Fields will be the focus as we open the Therapeutic services program in the Career Launch Center. One data point to review as we look at the success of the program will be the number of students who are enrolled in the program and the number of students who finish the program. We will continue to analyze our data from all programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences as well as CTE classes offered in Communicative Arts, Human Services and Education, and Family and Consumer Sciences.                          |
| <b>Year 3:<br/>2022-2023</b> | Career Center teachers will provide information on careers nationally, regionally and focus on local opportunities for H3 careers. The Information and Technology Field will be the focus as we open the Cybersecurity and Drone Technology program in the Career Launch Center. One data point to review as we look at the success of the program will be the number of students who are enrolled in the program and the number of students who finish the program. We will continue to analyze our data from all programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences as well as CTE classes offered in Communicative Arts, Human Services and Education, and Family and Consumer Sciences. |
| <b>Year 4:<br/>2023-2024</b> | Career Center teachers will provide information on careers nationally, regionally and focus on local opportunities for H3 careers. The focus will be on Culinary Arts and Manufacturing and Processing as these programs are added at the Career Launch Center. One data point to review as we look at the success of  |

|  |   |
|--|---|
|  | the program will be the number of students who are enrolled in the program and the number of students who finish the program. We will continue to analyze our data from all programs of study in Business, Communication and Information Systems, Skilled and Technical Sciences, and Health Sciences as well as CTE classes offered in Communicative Arts, Human Services and Education, and Family and Consumer Sciences. |
|--|---|

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

### 3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

**RESPONSE:**

The local and regional assessment results highlighted a demand in the areas of Transportation and Logistics, Health Sciences, and Computer Sciences.

These areas will continue to be in high demand in the future. Business leaders in both of those areas were in agreement with the data. All three areas were in the top 7 of careers with the most opportunities on a yearly basis according to the Department of Labor website.

### 4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

**RESPONSE:**

Skilled and Technical Sciences Technician and Manufacturing  
Health Science Therapeutic Certified Services  
Communication and Information Systems IT Operations Management  
Hospitality and Tourism Culinary Arts and ProStart

### 5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

**RESPONSE:**

All students will receive a registration guide with all the information available to them. Students will meet individually with counselors to discuss interests and their schedules. All students will take interest inventories, skill strength surveys in the Career Center. Emphasis will be placed on under represented special populations of students in CTE areas. Special populations that were under represented according to the data from the Perkins 5 Indicator Report and the Perkins V Career Education Counts By Career Pathway reports on the Nebraska Department of Education website were non traditional, special education, and homeless. The Career Center teachers will include an informational lesson about non traditional careers during their curriculum work with the students in the Career Center. Special Education teachers and Career Center teachers will collaborate about student's strengths, possible careers, and career planning skills.

| <p><b>6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.</b></p> |  |
|--|--|
| <p align="center"><b>District's Goal(s) for Local Workforce Alignment:</b><br/>(Copy and paste from the reVISION Summary)</p>  |  |
| <p>Over the next four years we will expand our curriculum in the Career Launch Center to include Automotive Maintenance, a CNA program, Drone Technology and Cyber-Security program, a Culinary Arts program and a Manufacturing and Processing program.</p>   |  |
| <p align="center"><b>Prioritized Action Steps for Local Workforce Alignment:</b></p>   |  |
| Program Year   | Action Steps<br>(What are you going to do to achieve your goal?)   |
| <p align="center"><b>Year 1:<br/>2020-2021</b></p>   | <p>Automotive Maintenance<br/>Meet with industry partners individually to discuss specific needs of their workforce and trends in the business.<br/>Meet collectively with all industry partners for updates, concerns, and dialogue. Topics to include equipment needs, work-based learning, paid internships, and Possible additions to the program.<br/>Partners include: Baxter, Beardmore, Woodhouse, Honda of Bellevue, Corwin Toyota, Jensen Tire, Equipment Unlimited, Hunter, Independent shops, Lozier, and Metro Community College.</p>   |
| <p align="center"><b>Year 2:<br/>2021-2022</b></p>   | <p>Year 2<br/>Automotive Maintenance<br/>Meet collectively with industry to discuss state of the program. Is there a need for updated equipment, are the internships operating as they should be, are the students gaining the necessary skills to be successful in the field.</p> <p>Health Science Therapeutic Certified Services<br/>Meet with industry partners individually to discuss specific needs of their workforce and trends in the business.<br/>Meet collectively with all industry partners for updates, concerns, and dialogue. Topics to include equipment needs, work-based learning, paid internships, and Possible additions to the program. Develop equipment list and curricular needs for beginning the program.<br/>Partners include Hillcrest, Bellevue Medical Center and Metro Community college.</p> |
| <p align="center"><b>Year 3:<br/>2022-2023</b></p>   | <p>Year 3<br/>Automotive Maintenance<br/>Meet collectively with industry to discuss state of the program. Is there a need for updated equipment, are the internships operating as they should be, are the students gaining the necessary skills to be successful in the field. Is there a possibility of adding the 2<sup>nd</sup> year of the Auto Maintenance Program at the Career Center.</p> <p>Health Science and Therapeutic Certified Services</p>   |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>Meet collectively with industry to discuss state of the program. Is there a need for updated equipment, are the internships operating as they should be, are the students gaining the necessary skills to be successful in the field. What additional curriculum can we offer through the Health Science program.</p> <p>Drone Technology/Cybersecurity<br/>Meet with industry partners individually to discuss specific needs of their workforce and trends in the business. Meet collectively with all industry partners for updates, concerns, and dialogue. Topics to include equipment needs, work-based learning, paid internships, and Possible additions to the program.<br/>Develop equipment list and curricular needs for programs.</p>  |
| <p><b>Year 4:<br/>2023-2024</b></p> | <p>Year 4<br/>Auto Maintenance Program<br/>Meet collectively with industry to discuss state of the program. Is there a need for new vehicles for the student lab area? Is the curriculum still up to date for the modern auto industry?</p> <p>Health Science and Therapeutic Certified Services<br/>Meet collectively with industry to discuss state of the program. Is there a need for updated equipment, are the internships operating as they should be, are the students gaining the necessary skills to be successful in the field. Is there a possibility of adding EMT, Phlebotomy, or other Health Science services to the program?</p> <p>Drone Technology/Cybersecurity<br/>Meet collectively with industry to discuss state of the program. Is there a need for updated equipment, are the internships operating as they should be, are the students gaining the necessary skills to be successful in the field. Other topics may include other Information Technology programs that may be added to the program. Are the current programs still timely for students and industry.</p> <p>Manufacturing and Culinary Arts<br/>Meet with industry partners individually to discuss specific needs of their workforce and trends in the business.<br/>Meet collectively with all industry partners for updates, concerns, and dialogue.<br/>Develop equipment list and curricular needs for programs.</p> |

### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

**7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.**

**RESPONSE**

The Transportation and Logistics field was the highest need in the H3 regional data. Student interest surveys also showed the automotive field as a very high interest profession. The Health Science field was the next highest need in the local and regional H3 data. Local health providers communicated that they have more jobs to fill than people to fill them. Again, this was a high student interest area. Information Technology/Computer Sciences and Manufacturing and Processing were other areas that showed similar results. All of these areas ranked in the top ten in the Omaha Consortium and in the other areas around the state. The Omaha Consortium alone listed 1510 annual openings in the Transportation field, 855 in the Health Science field, 759 annual openings in the Operations and Management field, and 351 annual openings in the Computer Science fields.

The first program we will begin is the Automotive Technology program. This program focuses on preparing students for careers in the automotive field and work closely with regional and national industry to encourage growth, relevancy, and training in preparation for real-world work environments. The BPS Automotive Technology program provides dual enrollment credit through Metro Community College and utilizes the most current and modern technology and testing equipment to enhance the training offered, and required, by today's automotive industry.

**Year 1**

Award: Dual Enrollment Credit - MCC (24 credit hours per year) & high school credits (4 per year)

Pathway to associate degree: Automotive Technology (ATMAS)

Program location: BPS Career Launch Center

Course: Automotive Maintenance 1A and 1B

Grade: 11th , 12th

Course Length: 1 year, 4 credits

Career Field: Skilled & Technical Sciences

Descriptions: This full-year program provides students with the skills and knowledge necessary for entry-level positions in the automotive field. The program helps students develop skills in diagnosing and repairing common entry-level automotive items while developing a career path focusing on personal growth. The program presents the fundamentals of automotive systems and emphasizes human relations and critical thinking skills for entry-level technicians. Students in the program will earn dual credit through Metro Community College towards an Associate Degree in Automotive Technology.

Automotive Maintenance 1A Block

(12 Dual Credit Hours-1st Semester)

AUTT 1111-Automotive Fundamentals Theory

Students explore many of the basic elements of the auto repair trade including safety, chemicals, basic tool use, tire repair, TPMS systems, and introduction to electrical repair. Soft skills, such as attitude, ethics, professionalism, and on-the-job communication are encouraged.

AUTT 1112-Automotive Fundamentals Lab

Students apply the basic fundamentals covered by AUTT 1111 to hands-on experience with changing oil, tap and dye, basic electrical, charging and starting systems, use of hand tools, and the basics of tire service. In this course, students gain the skills necessary to obtain an entry-level work position.

Automotive Maintenance 1B Block

(12 Dual Credit Hours-2nd Semester)

AUTT 1121-Minor Repair Theory

Students learn the basic theory and operations of engines, transmissions, and drivetrains including basic ignition systems, hydraulic principles, and related industry-established maintenance. Students also study brake rotor and drum resurfacing, brake-system components, and a variety of testing equipment.

Students may take this course prior to or concurrently with

AUTT 1122.

AUTT 1122 Minor Repair Lab

Students apply the fundamentals covered by AUTT 1121 to hands-on experience working with basic ignition systems, hydraulic principles, and related industry-established maintenance. Students perform brake and rotor drum resurfacing and utilize a variety of testing equipment. Students may take this course concurrently with AUTT 1121.

The BPS Automotive Maintenance Program is free. Tuition will be paid through BPS Partnerships.

**8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.**

**RESPONSE:**

Bellevue Public Schools hires only highly qualified teachers in their content areas. CTE teachers are all endorsed in their areas of expertise and many have real world experience outside the educational setting. Our curriculum stays current with the state of Nebraska CTE course standards as each curricular area goes through revision.

**9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.**

**RESPONSE:**

Concurrent Enrollment MCC

The Concurrent Enrollment program is a partnership between Metropolitan Community College (MCC) and our high school districts throughout the greater Omaha area. Concurrent enrollment allows high school students to earn both high school and college credit at the same time. MCC credits earned may transfer to other colleges or universities that accept MCC credits. Classes are taught in the individual

high school classroom, as scheduled, during the regular school year. Concurrent enrollment classes will be offered at the BPS Career Launch Center. The BPS Automotive Maintenance Program is free. Tuition will be paid through BPS Partnerships. Transportation to and from the Career Launch Center will be provided for all students enrolled in the program. BPS has hired a certified teacher for the program who also qualifies to teach metro Community College classes. BPS will hire a para professional to assist the instructor with the day to day operations of the program.

#### Dual Enrollment UNO

The mission of UNO's Dual Enrollment Program is to deepen UNO's partnership and engagement with the local community and promote academic achievement and opportunity for Nebraska youths by enabling high school students the chance to earn college credit. Benefits of UNO Dual Enrollment include: Cost less than ¼ the tuition and fees at UNO, access to University resources, demonstrate college competitiveness for admission and scholarships, and gain experience and confidence.

#### CollegeNOW!

Our students are able to attend classes at seven different campus/center locations or online. The tuition is affordable, technology is up-to-date, and it provides students a jump start on a college education. Tuition is half-price for each MCC quarter while the student is in high school through the Summer Quarter of the year you graduate.

#### Career Academy Programs

MCC's Career Academy program is designed to provide high school juniors and seniors with opportunities to explore various career fields and get a jumpstart on their postsecondary education. MCC Career Academies increase student awareness in various career fields prior to high school graduation so more informed career choices can be made. Students gain practical skills for specific career areas, knowledge of safety procedures, job-seeking skills, interpersonal skills for the workplace, and exposure to a college environment while earning both high school and college credit.

#### UNMC High School Alliance

Possible course offerings include: • Biomedical Research • Exploration of Human Anatomy • Human Genetics • Infectious Disease • The Study of Patient Care • Pathology • Pharmaceutical Sciences • Dimensions of Community Health • Behavioral Health • Medical Imaging • Art and Science of Decision Making • Biology and Prevention of Cancer

**10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for  
Size, Scope, and Quality and Implementing CTE Programs of Study**  
(Copy and paste from the reVISION Summary)

Over the next four years we will expand our curriculum in the Career Launch Center to include Automotive Maintenance, a CAN program, Drone Technology and Cyber-Security program, a Culinary Arts program and a Manufacturing and Processing program.



| <b>Prioritized Action Steps for<br/>Size, Scope, and Quality and Implementing CTE Programs of Study:</b> |   |
|--|---|
| <b>Program Year</b>  | <b>Action Steps</b><br><i>(What are you going to do to achieve your goal?)</i>  |
| <b>Year 1:<br/>2020-2021</b>   | Automotive Maintenance<br>Partner with Metro Community College for curriculum and concurrent credit.<br>Partner with industry for internships and equipment costs.<br>Remodel 6000 square feet of Career launch Center for a state of the art automotive lab. (District funded)<br>Use Perkins funds for new program equipment needs.<br>Enroll 40 students into the automotive program.<br>We will evaluate the program by keeping data of how many students enrolled, how many students finished the program, and how many students continued into the field as a career choice.  |
| <b>Year 2:<br/>2021-2022</b>   | Year 2<br>Health Science Therapeutic Certified Services<br>Apply for DoDEA Military-Connected Academic and Support Programs Grant to assist in funding resources for the program.<br>Partner with Metro Community College for curriculum and concurrent credit.<br>Partner with industry for internships and equipment costs.<br>Remodel 3500 square feet of Career launch Center for a state of the art Health Science lab. (District funded)<br>Use Perkins funds for new program equipment needs.<br>Enroll 20 students into the Health Science program<br>We will evaluate the program by keeping data of how many students enrolled, how many students finished the program, and how many students continued into the field as a career choice.  |
| <b>Year 3:<br/>2022-2023</b>   | Year 3<br>Drone Technology/Cybersecurity<br>Apply for DoDEA STEM Grant to assist in funding resources for the program.<br>Partner with Post Secondary partners for curriculum and concurrent/duel credit.<br>Partner with industry for internships and equipment costs.<br>Remodel 3500 square feet of Career launch Center for a state of the art Drone Technology/Computer Science lab. (District Funded)<br>Use Perkins funds for new program equipment needs)<br>Enroll 20 students into the Drone Technology/Cybersecurity program.<br><br>Hospitality and Tourism<br>Partner with Metro Community College for curriculum and concurrent credit.<br>Partner with industry for internships and equipment costs.<br>Remodel 3500 square feet of Career launch Center for a state of the art Culinary lab. (District funded)<br>Use Perkins funds for new program equipment needs.<br>Enroll 20 students into the Culinary program.<br>We will evaluate the program by keeping data of how many students enrolled, how many students finished the program, and how many students continued into the field as a career choice. |

|                                     |   |
|-------------------------------------|---|
| <p><b>Year 4:<br/>2023-2024</b></p> | <p>Year 4<br/>Manufacturing<br/>Partner with Metro Community College for curriculum and concurrent credit.<br/>Partner with industry for internships and equipment costs.<br/>Remodel 3500 square feet of Career launch Center for a state of the art Manufacturing lab. (District funded)<br/>Use Perkins funds for new program equipment needs<br/>Enroll 20 students into the Manufacturing program<br/>We will evaluate the program by keeping data of how many students enrolled, how many students finished the program, and how many students continued into the field as a career choice.</p> |
|-------------------------------------|---|

## Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

### The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

**11. Describe how the district will provide support to teachers so they will:**

- a. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. **Prepare CTE participants for non-traditional fields**
- c. **Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

**RESPONSE:**

The district will provide the Career Center teacher and CTE teachers with up to date information from the Nebraska Department of Labor website. <http://h3.ne.gov/> The district will provide all teachers the 11 Career Ready standards and the evidence that supports those standards to post in each classroom. The district will provide the Career Center teacher and CTE teachers with student performance data from all CTE areas. The district will provide in service time for CTE teachers to analyze the student performance data.

The Career Center will keep special populations of students informed about H3 careers in the local community, regionally, and across the state. The Career Center teacher will meet with special populations of students in addition to the Career Center curriculum that is offered. They will have the opportunity to do interest inventories, strength finder surveys, college and career exploration, college finance, resume writing, and develop portfolios. Special populations of students will meet individually with their counselor to discuss scheduling, career goals, and college preparation. Special populations will be encouraged to enroll in any CTE course they have interest in or explore CTE classes for exposure to an unknown field.

In regards to non-traditional fields, professionals that are in non-traditional roles within the community will speak to students in the Career Center or CTE classrooms about their journey to their current career. An example would be a female auto technician from one of our industry partners would describe her path to her current role. Develop CTE program brochures to provide better information to students, parents, and counselors about diverse opportunities in CTE courses and potential careers in non-traditional settings.

The policy of the Bellevue Public Schools is to provide an equal opportunity for all students; to prohibit discrimination on the basis of race, color, religion, national origin, sex, age, physical or mental handicap, marital status and political affiliation; and through affirmative action to promote the full realization of equal opportunity. Registration practices will demonstrate full adherence to the letter and intent of federal and state government policy guaranteeing equal opportunity for all students.

**12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.**

**RESPONSE:**

The district will monitor student performance in the CTE subject areas. This may include participation of special populations in CTE classes, graduation rates, reading proficiency, math proficiency, science proficiency, and participation in work-based learning data.

In CTE courses, a focus has been put on students meeting their "Projected Growth" with the MAP assessment. Reading strategies and math strategies will be implemented in CTE classes in addition to online academic skill with "Edmentum" resources. These methods provide extra support to students in the CTE classes to close the reading and math gaps that exist. Additionally, in the classroom, teachers will continually make accommodations and modifications for specific students based on their needs.

We hope to increase our overall special education participation in CTE classes from 11.2% to at least 16.2%. A minimum of 5 percentage point increase. NCE instructors will participate on the development of IEPs for students with special needs to assure that equitable access is provided to CTE programs. The focus of hands-on skills and training is emphasized to help accommodate motivate and empower those with special technical abilities and academic challenges. In addition, we would like to increase our participation in non-traditional populations from 6.8% to 11.8%. A minimum increase of 5 percentage points. We will focus on providing curriculum that exposes students to diverse career options and develop CTE program brochures to provide better information to students, parents, and counselors about non-traditional opportunities in CTE courses and potential careers.

If areas of disparities are not improving or different areas become concerning the district will investigate what strategies are having a positive impact and which strategies need to be revised to eliminate the disparities..

**13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

To consistently evaluate and improve programs, we will examine the data to address our strengths and areas for improvement. With our trend data, the areas to address are as follows: Increase the number of completer enrollment with a focus on non-traditional and special populations. Incorporate reading, writing, and math strategies into units with interdisciplinary collaboration.

Reduce gaps in performance with teacher PD focused on interventions for all students including special populations through PBIS and MTSS. Provide study sessions for CTE classrooms during the day to assist students in performance

**Prioritized Action Steps for Student Performance Data:**

| <b>Program Year</b>                | <b>Action Steps</b><br>(What are you going to do to achieve your goal?)  |
|------------------------------------|--|
| <b>Year 1:</b><br><b>2020-2021</b> | Analyze student performance data with CTE teachers focusing on the special populations of students. (Non-traditional and special populations) Increase enrollment in the number of completers.                                     |
| <b>Year 2:</b><br><b>2021-2022</b> | Analyze student performance data with CTE teachers focusing on the special populations of students. Identify under performing special populations.. identify the issues that lead to under performance.                            |
| <b>Year 3:</b><br><b>2022-2023</b> | Analyze student performance data with CTE teachers focusing on the special populations of students. Identify root causes of underperforming populations. Provide PD of Best Practices for instruction for all student populations. |

|                              |   |
|------------------------------|---|
| <b>Year 4:<br/>2023-2024</b> | Analyze student performance data with CTE teachers focusing on the special populations of students. Determine if strategies implemented have had any impact on student performance. |
|------------------------------|---|

| Element 5: Recruitment, Retention, and Training of Faculty and Staff  |  |
|---|--|
| <p><b>Context:</b> Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.</p>  |  |
| <p><b>14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.</b></p>  |  |
| <p><b>RESPONSE:</b></p> <p>Bellevue Public Schools will continue to recruit and hire the best possible candidates for all open positions including certified and classified staff. Bellevue Pubic Schools maintains a strong mentor program for new employees to assist in acclimating new staff to policy and procedures of BPS and the state. Professional Development in district and out of district is available to all staff. BPS will continue to strive to hire certified and classified staff that is more reflective of our student body. Our student population is currently 67.5% Caucasian, 13.6% Hispanic, 12.5% African American, and 6.4% other. Our certified staff is currently 95.1% Caucasian, 1.5% Hispanic, 2.3% African American, and 1% other. Our classified staff is currently 82.8% Caucasian, 4.5% Hispanic, 6.7% African American, 6.0% other.</p> <p>Our district will also provide efforts towards recruitment of CTE teachers through the Educators Rising CTSO, specifically students interested in high-needs areas.</p> <p>Moving forward, we will work with the colleges and postsecondary institutions to recruit potential applicants through their educational classes and coursework.</p> |  |
| <p><b>15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.</b></p>  |  |
| <p><b>District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff</b><br/> <i>(Copy and paste from the reVISION Summary)</i></p>   |  |
| <p>Continue to recruit and hire teachers of all ethnicities that are the most qualified candidate for the position. We hope to hire at minimum 1-2 certified staff members a year with diverse ethnicity. Recruit students through education classes and student education organizations for CTE areas and</p>  |  |

specifically high need areas. We will work towards having the ethnicity in education classes more reflective of our total student population in regards to ethnicity.

**Prioritized Action Steps for  
the Recruitment, Retention, and Training of Faculty and Staff:**

| <b>Program Year</b>          | <b>Action Steps</b><br>(What are you going to do to achieve your goal?)   |
|------------------------------|---|
| <b>Year 1:<br/>2020-2021</b> | Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. This will be measured by comparing the percentage of teacher ethnicities year to year. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. This will be measured by comparing our salary package with those districts in our array year to year. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction. All staff will be trained in the BlendEd model to utilize IPAD's instructionally. All elementary Classrooms will have an IPAD cart with 30 devices and every secondary student will check out an IPAD.                    |
| <b>Year 2:<br/>2021-2022</b> | Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. This will be measured by comparing our salary package with those districts in our array year to year. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction. All staff will be trained in the BlendEd model to utilize IPAD's instructionally. All elementary Classrooms will have an IPAD cart with 30 devices and every secondary student will check out an IPAD. Social Emotional learning, PBIS, and MTSS professional development will be offered at the building level. |
| <b>Year 3:<br/>2022-2023</b> | Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction. Specific topics of professional development will be determined at a later date.  |
| <b>Year 4:<br/>2023-2024</b> | Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction. Specific topics of professional development will be determined at a later date.  |

**Element 6: Work-based Learning**

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

**16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

**RESPONSE:**

Current work-based experiences Bellevue Public Schools offer include Tigerpaw Software, Offutt Collision and Repair, and Cornhusker Auto wash and Light Maintenance. We will continue to expand the Work-Based Learning opportunities to include several of the dealership auto shops in the area and health care facilities within Bellevue. Students will have the opportunity to visit work sites, speak with professionals in specific career related areas, and have an opportunity to work side by side with employees in those areas..

**17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Work-based Learning:**

*(Copy and paste from the reVISION Summary)*

Over the next four years we will continue to create and develop work-based learning within the transportation and logistics field, (Baxter, Woodhouse, Beardmore, Corwin, Jensen Tire, Honda of Bellevue, and Independent shops). the Health Science fields, (Hillcrest, Bellevue Medical Center), Drone Technology and Cybersecurity, and Manufacturing and Processing.

**Prioritized Action Steps for Work-based Learning:**

| <b>Program Year</b>          | <b>Action Steps</b><br>(What are you going to do to achieve your goal?)   |
|------------------------------|---|
| <b>Year 1:<br/>2020-2021</b> | Create an Automotive Maintenance Technology program in our Career launch Center. The students will earn high school and college credit and earn and automotive certificate. Work-based learning will take place with industry partnerships. We will partner with Baxter, Woodhouse, Corwin, Jensen Tire, Beardmore, and Honda of Bellevue to provide work based learning experiences in the 2 <sup>nd</sup> semester of the Automotive Maintenance program. Students will spend at a minimum 2 hours a week at a work based facility. We will evaluate the effectiveness of the work-based learning experience by surveying the students and the industry partner about their experience at the end of the year. What went well, what did not go as planned, and recommendations for improvement. |
| <b>Year 2:<br/>2021-2022</b> | We will continue to monitor the Auto Maintenance program. We will meet with industry partners and Metro Community College to make adjustments as necessary.   |



|                                     |  |
|-------------------------------------|--|
|                                     | <p>Create a Therapeutic Services program in our Career Launch Center. Students will earn high school and college credit and have the opportunity to become a certified CNA. Work-based learning will take place with industry partnerships. We will partner with Hillcrest and the Bellevue Medical Center to provide work based learning experiences throughout the year long program. Students will spend at a minimum 2 hours a week at a work based facility. We will evaluate the effectiveness of the work-based learning experience by surveying the students and the industry partner about their experience at the end of the year. What went well, what did not go as planned, and recommendations for improvement.</p>  |
| <p><b>Year 3:<br/>2022-2023</b></p> | <p>We will continue to monitor the Auto Maintenance Program and Therapeutic Service program. We will meet with industry partners and Metro Community College to make adjustments as necessary.</p> <p>Create a Drone Technology Program and a Cyber Security program in our Career Launch Center, Students will earn high school and college credit credit and earn certifications in those fields. Work-based learning will take place with industry partnerships. Partners to be determined. We will evaluate the effectiveness of the work-based learning experience by surveying the students and the industry partner about their experience at the end of the year. What went well, what did not go as planned, and recommendations for improvement.</p>   |
| <p><b>Year 4:<br/>2023-2024</b></p> | <p>We will continue to monitor the Auto Maintenance Program, Therapeutic Service program, and the Drone Technology/Cyber Security program. We will meet with industry partners and Post Secondary partners to make adjustments as necessary.</p> <p>Create either a Culinary Arts program and a Manufacturing and Processing program in our Career Launch Center. Students will earn high school credit and college credit and earn certifications in those fields. Work-based learning will take place with industry partnerships. Partners to be determined. We will evaluate the effectiveness of the work-based learning experience by surveying the students and the industry partner about their experience at the end of the year. What went well, what did not go as planned, and recommendations for improvement.</p> |

## Ensuring Equitable Access

**18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?**

**RESPONSE:**

Through data analysis we evaluated the opportunities that students have in Bellevue Public Schools concerning CTE offerings. We had 856 participants in CTE and of those 856 participants, 679 were



concentrators throughout the various 13 pathways offered in the district during the 19-20 school year. This information was taken from the Perkins 5 Indicator Report and the Perkins V Career Education Counts By Career Pathway reports on the Nebraska Department of Education website. Nearly all special groups were represented in the data. Those that were very low or non-existent were populations that are very sparse within our district. This data indicates all of our students regardless of their special population status are being allowed opportunities within career development, knowledge of the local and regional workforce, enrollment in programs of study, and work-based learning experiences.

Populations that are under represented include special education, non-traditional, and homeless. Of our 856 CTE participants and concentrators, 96 of those were special education students or 11.2%. That is 10% lower than our current district population of special education students. We hope to increase our overall special education participation in CTE classes from 11.2% to at least 16.2%. A minimum of 5 percentage point increase. We had 59 non-traditional students of the 856 CTE participants or 6.8%. We would like to increase our participation in non-traditional populations from 6.8% to 11.8%. A minimum increase of 5 percentage points.

The policy of the Bellevue Public Schools is to provide an equal opportunity for all students; to prohibit discrimination on the basis of race, color, religion, national origin, sex, age, physical or mental handicap, marital status and political affiliation; and through affirmative action to promote the full realization of equal opportunity. Registration practices will demonstrate full adherence to the letter and intent of federal and state government policy guaranteeing equal opportunity for all students.

## Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

### **Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

**It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.**

**RESPONSE:**

|                    |                              |                                |
|--------------------|------------------------------|--------------------------------|
| Kevin Rohlf        | West High Principal          | Administrator                  |
| Ralph Gladbach     | RP Achitecture               | Business/Industry              |
| Joe Nadgwick       | West High Teacher            | Career Ed Teacher              |
| Bruce Bartholow    | East High Teacher            | General Ed Teacher             |
| Mike Chudomelka.   | East High Counselor          | Guidance and Counseling        |
| Pete Wren          | District Custodian           | Labor Organization             |
| Matt Fenster       | Parent                       | Parent                         |
| Ciara Stueve       | East High Student            | Student                        |
| Karissa Williams   | Bellevue Chamber of Commerce | Workforce/Development          |
| Scott Broady       | Metro Community College.     | Community College              |
| Alicia Elmore      | Principal Financial          | Business/Industry              |
| Phil Davidson      | City of Bellevue             | Business/Industry              |
| Jim Shada.         | Bellevue Recreation          | Workforce/Economic Development |
| Brian Schram       | Bellevue Medical Center.     | Business/Industry              |
| Troy Wharton       | West High Parent             | Parent                         |
| Chris Fahsbender   | Beardmore                    | Business/Industry              |
| Mickey Anderson,   | Baxter                       | Business/Industry              |
| Jerry Miller       | Woodhouse                    | Business/Industry              |
| Burnell Mussman    | Honda Cars of Bellevue.      | Business/Industry              |
| Nick Jensen        | Jensen Tire                  | Business/Industry              |
| Francis Borts.     | Corwin Toyota                | Business/Industry              |
| Steve Rodriguez    | Hunter.                      | Business/Industry              |
| Mike Albers        | Equipment Unlimited          | Business/Industry              |
| Larry Chandler     | Bellevue Tire and Auto.      | Business/Industry              |
| Mark Lowe          | Yecks Tire and Auto          | Business/Industry              |
| Steve Schworer     | Snap On                      | Business/Industry              |
| Brent Hennings.    | NAPA                         | Business/Industry              |
| Ralph Kleinschmidt | Lozier                       | Business/Industry              |
| Martha Zubke       | Hillcrest                    | Business/Industry              |
| Nick Langoff       | Drone Technology             | Business/Industry              |

The Bellevue Public Schools curriculum model facilitates the involvement of a wide array of stakeholders. For career and technical education departments, this involves researching industry standards, anticipated economic needs, and programs offered in other school districts. The curriculum development process in Bellevue is intended to ensure that curriculum developed by classroom teachers is consistently implemented throughout the district. Therefore, the purchase of needed supplies to implement the curriculum are made during this time as well. The advisory committee listed above is another way to involve stakeholders in the Perkins process. These professionals represent a diverse stakeholder group that is consistent with the goals of Perkins V. The advisory committee will review economic development data, major accomplishments of the program, and provide input on the future direction of the program.

## Section 3: Annual Budget Worksheets

**The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



**Helpful Tip**

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.